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ABSTRACT

This report outlines current concerns and interests affecting non-white students in the State University of New York (SUNY) system and proposes initiatives to redress the historical inequilibrium of non-white student achievement. Data were gathered from scholarly publications, reports, and position papers, and at conferences. The following issues are discussed: (1) the obligations of SUNY, as expressed in its Mission Statement, to ensure equal access to programs and resources and to combat racism; (2) the occurrence of racism on college campuses; (3) weaknesses in strategies for recruitment and retention; (4) successful local ongoing recruitment and retention programs; (5) developments in recruitment since May 1987; (6) minority studies in the SUNY curriculum; and (7) study abroad programs. The following institutional programs are recommended: (1) further increase of non-white undergraduate and graduate students; (2) provision of non-Western academic disciplines and courses; (3) involvement of minority group students, faculty, administrators, and staff in institutional policy decisions; (4) effective and decisive handling of racism; (5) provision of meaningful facilities for students; (6) recognition of the validity of pluralistic issues; (7) employment of a diverse work force; and (8) strong support of off-campus community activities. The following material is appended: (1) a commentary by the Vice Chancellor for Student Affairs and Special Programs of SUNY; (2) a 60-item bibliography; and (3) a list of non-white scholarship and fellowship sources. (FMW)

7/3/89

FROM PROBLEMS TO SOLUTIONS: RESPONSES TO THE NEEDS OF NON-WHITE STUDENTS

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A Survey of and Recommendations on the Needs of Non-White Students at the State University of New York

by Japhet M. Zwana, Senior Fellow
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Albany, New York

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FOREWORD

Dr. Japhet Zwana was the first recipient of the senior fellowship award offered by the New York African American Institute. During his tenure he visited a number of colleges and universities, attended a number of conferences, interviewed many knowledgeable individuals, and exploited the literature. The crowning result of these endeavors culminated in a paper entitled "From Problems to Solutions: Responding to the Needs of Non-White Students".

Among other things the paper analyzes specific racial incidents on campuses such as MIT, Brown University, University of Michigan, and University of Massachusetts at Amherst. These efforts should throw some light on the situation on SUNY campuses, thus enabling them to institute preventative actions before the conflagration begins.

The paper makes some critical assessments of the various non-white courses and fields of study throughout SUNY units. The role of these programs in fostering minority recruitment and retention is thoroughly examined.

The report ends with a series of recommendations involving action to be taken by students, faculty, and administrators to resolve the problems or to prevent them from occurring at all.

Dr. Zwana has been generous enough to give the Institute permission to publish the paper as one of its staff studies. As such, it is my hope that it will engender a serious dialogue which will bring forth critical commentary, discussion, suggestions, and added contributions from those who have an abiding interest in the future of the higher learning in New York State.

I highly recommend that the paper be thoroughly read and digested. It truly represents a significant contribution to our understanding of the problems faced by minority students in institutions of higher learning here in New York State as well as across the nation.

Lloyd Hogan
Director

NEW YORK AFRICAN AMERICAN INSTITUTE

Preface

In April 1986, a Workshop entitled, "Responding to the Needs of Non-White Students: Living and Learning in a Pluralistic Community," was co-sponsored by the Office of Students Affairs and Special Programs and the New York African American Institute. The main focus of the workshop according to Vice Chancellor for Student Affairs and Special Programs, Frank G. Pogue, was "to provide a setting for administrators, faculty, professionals, student alumni to seriously examine the ways campuses are currently responding to non-white student needs, determine necessary new initiatives, identify those stress factors on campus that are giving rise to racially motivated violence, effect mechanisms to study these occurrences, and to plan for future workshops."

The State University's Central Administration is picking up the gauntlet by virtue of a strong commitment to aggressive recruitment, retention and graduation of its non-white students at all levels. This determination has become a joint venture of the following components of the university among others:

- The Board of Trustees through its Policy on Affirmative Action for non-white Students.
- The Office of Special Programs [EOP & EOC].
- The Office of Affirmative Action.
- Contracts and Purchasing [WBE & MBE].
- The New York City Office.
- The Directorate of Non-White Access Services.

- The directorate on Non-White Student Recruitment and Retention.
- Non-White Graduate/Professional School Fellowship Program.
- Empire State Honors Program for Underrepresented Minorities.
- The New York African American Institute.

At the conclusion of the seminar, a set of workshop recommendations were made that were stimulated by the presentation of the keynote speaker, Dr. Jacqueline Fleming, Professor of Psychology at Barnard College. Dr. Fleming offered for consideration, several sound recommendations among which were: mentoring, leadership development, curricular innovations, race consciousness, increase and visibility of non-white administrators, faculty and staff and promotion of non-western academic disciplines.

The author of this report hopes that the concerns raised and recommendations for further consideration regarding the plight of non-white students at SUNY will prove to be beneficial to Central Administration.

ACKNOWLEDGMENTS

This report was made possible by a senior fellowship support from the New York African American Institute.

Special appreciation is hereby extended to the following individuals who provided invaluable assistance at different assistance at different development stages of this work:

William A. Jenkins, Chancellor of the University of Michigan, Dearborn; Robert L. Boney, Assistant Vice President, Office of Student Affairs, Syracuse University; Julius C. Ford, Vice President and Dean of Student Personnel Services, Westchester Community College; James S. Smoot, Former Vice Chancellor for Employee Relations and Educational Services, State University of New York; Donald H. Smith, Professor, School of Education, Bernard M. Baruch College of the City University of New York; Melvin H. King, Adjunct Professor of Urban Studies, Massachusetts Institute of Technology; Robert L. Belle, Director of Minority Student Services, University of Central Florida; Director of Clemson University's National Dropout Prevention Center and John Wilson, Associate, Financial Operation Group, Massachusetts Institute of Technology.

The author is most grateful for the outstanding secretarial assistance provided the Institute's Anna Isom and Kathryn Mohl who had to contend with deciphering almost unintelligible hieroglyphics.

It is hoped that this report will sharpen perspectives on the pressing issues of African, Asian, Hispanic, Native American and in-between groups who constitute the mosaic of higher education institutions in America.

More thanks are also extended to the staff of the Research Library of the State University of New York. they provided the writer with source materials that were most valuable for this task.

Last but by no means least, I would like to express my gratitude to Stephen Banks and Lenora Germany for providing me with information on scholarships and fellowships available for non-white students throughout the nation.

INTRODUCTION

"For the American, venture in higher education began not in equality, but in inequality. In the beginning, and for a long time afterwards, the university was closed to Blacks, Native Americans, Hispanics and Women (Black and White). The history of higher education in America is a history of a gradual and painful democratization of the educational process. And from this stand point, we can say that one of the most important advances in the history of the American University (for Blacks, Latinos, Whites and Women) came in the sixties and seventies not because of a deeper understanding of educational theory but because of social movements led by (or inspired by) Black adults and students. It is scarcely possible to say anything real or meaningful about the education of Black or White folk without an understanding of this dynamic". (Lerone Bennett Jr. non-white Report of the Visiting Committee on non-white Life and Education at Brown University, May, 1986.)

Predominately white universities, and colleges attract non-white students in numbers below their population representation. In general, undergraduate enrollments have declined since 1976. There are several explanations for relative under participation by non-white students. Among these are the following: Poor socioeconomic background of homes and schools; indifference of teachers, administrators and counselors; nonparticipation of parents; alien nature of the curriculum; high rates of unemployment; culture laden standard tests and scarcity of financial resources.

According to a study made in the summer of 1987, the SUNY wide system increased the enrollment of non-white students. As encouraging as this indication is, the sobering facts are that the goals of equitable representation and completion are still eluding the justitution. This recognition led Vice Chancellor Pogue to observe, "We also recognize that it isn't enough to simply recruit non-white students to our campuses. Once they are there, we need to make certain that the academic and support activities so necessary to successful educational experience are provided. We are concerned about all phases of this effort, beginning with recruitment and continuing on through retention, graduation employment and the alumni years" (The News, SUNY, Summer 1987).

The State University of New York enrolls over 380,00 undergraduate and graduate students of all ethnic and racial complexions, cultural and socio-economic groups. It is easily the largest university System of its kind in the world.

With regards to the issue of non-white students, the university has made its priority item to provide their equal access and graduation from its sub institutions.

It is thus fitting that the New York African American Institute's Senior Fellow undertook a survey on the needs and concerns of non-white students within the SUNY complex.

The report that follows purports to outline current concerns and interests affecting non-white students' achievement. It is also intended to stimulate debate on their implications for future policy and programmatic action. It further proposes viable

initiatives that might be taken by officials, administrators and faculty to redress historical inequilibrium that has symbolized non-white student performance.

Part of the Institute's mission statement reads,".... The Institute will serve as a central depository of wisdom, knowledge, studies, data, ideas, explanations, speculations, etc. having to do with New York African Americans. It will identify existing data sources, indicating their origins, description, accessibility and usable quality. It will collect such data for the most current period as well as for past periods indicating important trends." The main objectives are:

1. To highlight the needs and concerns of non-white students at SUNY.
2. To share information on a variety of programs that have been initiated to render educational opportunities more accessible to non-white students.
3. To make recommendations to the University-Wide Task Force on future remedial actions.

In preparation for this document, the following took place: Collection and documentation of relevant data on scholarly publications including books; magazines, journal and paper articles; reports and position papers; and attendance at conferences.

As a major educational institution, SUNY can no longer be content with episodic short term and vulnerable spurts of non-white student programs. Long term commitment capable of producing fundamental change is required. It is such kind of change that will accrue to the benefit of both non-white and white students, the university, the state and, indeed, the nation.

II

The Mission

"Many of our fellow citizens seem to believe that the need for affirmative action is past. That affirmative action has made inroads is clear to most of us. But it is also clear that 30 years of affirmative action has been barely a firm step toward eliminating our country's 300 years of racism and discrimination. We need steps two, three and four down the road toward full equality and, until we get here, the old vicious cycles will remain pretty much intact. disenfranchisement breeds poverty, breeds bad neighborhoods, which in turn breed bad schools and dropouts who can't find jobs. Unemployment breeds crime and welfare dependency and homelessness. Before long, you're right back where you began. Only now you have a new generation seared with a permanent brand of oppression, locked permanently into what the sociologists have begun to call the "hard-core under class."

(Clifton R. Wharton, Jr.-Former Chancellor of the State University of New York-Plenary Address for the National Urban League Conference-San Francisco, July 1986- Title: Public Higher Education and Black Americans: today's Crisis, Tomorrow's Disaster?)

In its 1984 Master Plan, the University clearly indicated its particular mission with regards to the welfare of its non-white students. it is contained in the Plan's Statement, "The University will continue to develop effective means of supporting non-white in academic programs where non-whites are underrepresented."

The mission was refashioned into a commitment in the form of a memorandum from Clifton R. Wharton Jr. then Chancellor of the State University Addressed to the State University Board of Trustees, the memorandum was entitled, "Approval Guidelines Reaffirming Affirmative Action for non-white Students." The reasons for are more impelling than the promulgation of the policy.

1. African Americans and Hispanics constitute the fastest growing non-whites in the state. The implications of this for the state and the nation are serious. The following passage is proof of that, "In the foreseeable future the non-white populations of the Southwest will become the white. The significance of this transformation is far more than linguistic. The new non-white majority will require us to redefine these words in our everyday language, to rethink the meaning of integration into one society, and to restructure education as the primary means to achieve both individual opportunity and social progress. In our

response lies our future-as individuals, as majority and non-white communities, as states, and as a nation." (From non-white to majority: Education and the Future of the Southwest, 1987).

2. Underrepresentation of non-white students in crucial programmatic areas still continues.
3. SUNY's educational availabilities are such that campuses located in upstate areas offer more opportunities than those in downstate areas where non-white needs are greater. What needs to happen is that some central distribution should take place to ensure equity and fairness.

The mission of the State University then, should embrace the concept that a higher education establishment must demonstrate a standard for aggressive yet effective action within its own limits as well as beyond. Higher educators are under obligation to maintain and honor the highest ideals cherished by society. The University has to agree with and take seriously the concern expressed by Clifton Wharton,".... why am I and many other educators convinced that something has gone very, very wrong in education for Blacks, if not for other non-whites? Why have I called it a crisis with disaster in the wings? I do because in recent years, the pace of Black gains in education has fallen sharply and in many areas has reversed itself. The percentage of Blacks enrolling as full-time undergraduates peaked in 1978 at 10.6 percent. Thereafter, there has been a gradual but steady

drop each year. In 1984 the total enrollment of Blacks at all levels was a mere 8.8 percent (NCES, 1985)" Indeed, even though SUNY enrolled 11.3 percent of African Americans and 6.2 percent of Hispanics, it should be noted that these groups represent 13.7 percent and 9.5 percent respectively in the total state population. In fact percentages for First Professionals (African Americans - 4.3); (Hispanics - 3.3) and graduates (African Americans - 5.5); (Hispanics - 2.8) were even much lower. (New York State Education Department, Fall, 1984).

One significant element of the University's mission is to combat the resurgence of campus racism which is a factor in recruitment and retention of non-white students. Events around the nation have proved that racism exists on college campuses. It is, however, common for university administrators to be unwilling to accept this fact. It should be stressed that the university is morally bounden to guarantee diversity and to suppress bigotry and insularity which easily beget racism which in turn salinizes the teaching and learning climate for non-whites.

III

SELECT CAMPUS CLIMATE REPORT SUMMARY

Sample Statements

The incidents of racism and other forms of bigotry that have surfaced around the country and on our campus over the past months are very distressing to me personally and as President of the University of Michigan Campus incidents have included offensive graffiti, abusive language, and threats of personal harm. This is a matter of profound concern to the University of

Michigan Community. Every incident of racism of bigotry - whether blatant or otherwise-undermines our aspirations and diminishes the ideals of our community. Each such incident is a cause of grief and dismay for us all. The values upon which this university rests are tarnished by actions that demean the worth and integrity of any of us.

Harold P. Shapiro-President of the University of Michigan,
February 19, 1987.

On the afternoon of Monday, March 30 1987, a group of seventy five students staged a sit-in in the reception area just outside the office of the University's president, President Vincient O'Leary. This group had been part of a larger group of several hundred students that had participated in a day long Speak Out Against Racism in front of the Campus Center. These students were particularly angry with the administration for not showing any sensitivity to the students' out cry and for refusing to cooperate with the students' efforts to be heard.

Dennis Luke Phayre and Horace James (September, 1987).

The decision to act against racism can be made on other than moral grounds. Racist behavior is demeaning to each of us: it is delimiting and debilitating. Everyone is deprived of a mutual learning experience. Racism hurts MIT's reputation, and impedes

the institute's ability to attract and retain able students of all races.... We can each consciously discourage, in public and private ways, racism and other discriminatory behavior.

Shirley M. McBay-Dean for Student Affairs, September 1987.

The Visiting Committee confronted the fact that racism is inherent in American Society and therefore exists in the University Community. Ironically, any great university today reflects both the ideal of racial justice and the experience of racism. This is the case at Brown, inspite of the fact that its traditions and practices are consciously directed toward active concern for racial justice. The task for Brown is to gather its energies and resources to deal with this situation. As a result of our analysis, the members of the Visiting Committee believe that it can and will.

We urge that Brown institutionalize its commitment to the pluralist ideal, and to the improvement of race relations on Campus.

Executive Summary-Brown University, (May, 1986).

The concerns included the following: A distrust of campus police and the Dean of Students' Office based in large part upon their handling of the Yvette Henry case; the concern that structural and functional charges in the Office of Affirmative Action had decreased its effectiveness and caused the decline in the recruitment of black faculty and staff; the belief that U-

Mass has not provided sufficient support services to address the sizable gap between those black students who enroll and those who graduate; the feeling that the civility Commission has not addressed issues of racism effectively, most notably their inability to have recommendations implemented; and the belief that the administration has a tepid commitment to Afro-American Studies.

Frederich A. Hurst-Massachusetts Commissioner Against Discrimination, December 1986.

*(Yvette Henry, an African American student was subject of the most notable racial incident at U-Mass at the end of 1986. She was suspended from school apparently without any hearing on charges that she was suspected of arson. Ms. Henry sued the University and obtained an out-of court settlement).

Brown's curriculum continues to fail to encourage Third World and White Students to take courses related to the Third World. Although much of this can be related to the low percentage of non-white faculty and hence the low availability of courses taught from a Third world perspective, a significant deficiency can be found in the very structure of the Brown curriculum.

Black and Third World Students Demands, April 14, 1985-(L. Bennett p. 27).

Some of the major concerns...the need for greater support and role models for students and the need to increase the consciousness within the community about racial and cultural diversity...can be addressed effectively only by having larger numbers of black students, as well as black faculty and staff (who currently bear a disproportionate responsibility for the support and encouragement of black students at MIT). Strong and sustained efforts in this direction are essential. At the same time, there is need for a better articulation of what constitutes unacceptable behavior within the MIT community regarding racial matters. By this we mean evidence that acceptable institute norms are practiced throughout the institution, and that individuals and groups are held accountable for adhering to them.

Report on the Black Alumni Survey at MIT. p 46 see also p 2.

While college and university campuses are microcosms of the larger society they are also Laboratories for teaching that cultural diversity is essential to creating an intellectual and social climate which promotes the freedom of thought, innovation and creativity so fundamental to generating, new knowledge. I believe that public institutions have a direct responsibility to the citizens of New York to guarantee diversity and to challenge bigotry and racism because it undermines our national aspiration and diminishes the ideals of academic community. The entire university community must learn that discrimination, harassment, exclusion, abusive language or any other manifestation of bigotry or racism are unacceptable. Simply put, we must learn to respect one another because it's right to do so.

Frank G. Pogue-Vice Chancellor for Student Affairs and Special Programs, June 1987.

The President of the University of Michigan's statement was contained in the May/June issue of Michigan Alumnus. Close to twenty pages of the publication were devoted to the topic of **RACISM ON CAMPUS: Conflict and Challenge**. It cataloged racial incidents that began in January inspired by a flier declaring "open season" on African Americans and dubbing them "saucer lips, porch monkeys and jigaboos". Copies of the flier were left under the door of the couzens dormitory lounge where African American women were having meetings. In February, the campus radio station, WJJX prominently featured a caller who engaged in African American directed racist jokes with encouragement from the station management including the show's DJ.

These events drew strong responses from non-whites. The United Coalition Against Racism (UCAR) presented a list of twelve demands that included guaranteeing of substantial increase of African American student enrollment, establishing of the Office of non-white Affairs, mandatory workshop on racism, creation of space in Michigan Union for exclusive non-white student activities and full observance of Dr. Martin Luther King Jr.'s holiday. the Black Action Movement (BAM) posted eleven demands that included creation of a \$35,000 yearly budget for use by the Black Student Union, development of tenure acceleration program

for all newly hired African American faculty, inclusion of a racial harassment clause to the university's rules and the existence of an African American program at the college's radio station.

On March 23, 1986, the university signed a six-point agreement whose elements constituted a goal statement, "achieving representation of Blacks proportionate to their members in the population."

The university proceeded to create a relaxed atmosphere by allowing those concerned majority and non-white, to express their views freely.

The memorandum from Dennis Phayre and Horace James was addressed to the SUNY/Albany President's Committee on Racial Concerns Across the Campuses.

The Committee was convinced and given its charge in April, to take into account the entire campus activities including recruitment, financial aid, residential life, classroom and graduation. This action was prompted, in part, by a desire to highlight and maintain positive directions that had already been initiated and, in part, in the recent context of negative consequences of three particularly ugly racial incidents on campus during the academic year 1986-87".

The gravity with which the Committee views its assignment is underscored by its decision to enlist the cooperation of Vice Presidents, Deans, Directors and Department Chairs.

Shirley M. McBay, Dean of Students at MIT was chair of the non-white Student Issues Group (MSIG), a broad based selection of senior officers, tenured faculty and staff at the Institute to examine the issue of racial climate on campus.

The MSIG decided to embark on a series of three papers inspired by recent reports by African American alumni on "overt racist behavior by several faculty and students that made clear the existence of serious racial problems at MIT.

The first paper was an examination of the racial climate in order to recommend improvement in many areas. The second one was to focus on recruitment, admissions, and financial aid procedures. The third paper was to discuss ways in which faculty, staff and students can support programs towards non-white students. The fourth and last paper was to address the issue of recruitment not only of non-white students but also of faculty, administrators and staff.

Dr. McBay made it clear that these goals would come to naught if commitment from the institute as a whole were lacking.

The Executive Summary is the result of deliberations of the Visiting Committee on non-white Life and Education at Brown University which met during the months of October, November and December, 1985 and February and March, 1986.

In the words of its Chair, Augustus A White III. M.D., Professor of Orthopedic Surgery at Harvard University, the Committee met, "to consider the curriculum, faculty composition, Student Support Programs, residential life and campus environment with special attention to the implications for non-white students."

The back drop of the group's existence was the concern of President Howard Swearer and the Board of Fellows about persistent signs of misunderstanding and tension between non-white and majority students on campus. During the spring of 1985 student protests were directed at such unacceptable conditions as too few non-white faculty members, weak emphasis on non-white cultural heritage and history in the course offerings and, apparent hostility.

The report's significance is that it is a reflection of the views, concerns and feelings of the entire University including non-white students organizations, agencies, of student government, faculty members, alumni, deans, chaplains, admission officers, counselors, academic and residential advisors, senior administrators, and members of the Board of Fellows.

Frederick A. Hurst, head of the Massachusetts Commission Against Discrimination was asked to "conduct an independent investigation into the events surrounding the incident," by the Chancellor of the University of Massachusetts, Joseph Duffey. The incident was as follows: The World Series final game between the New York Mets and the Boston Red Sox took place on October 27, 1986. The Mets were the victors. At the end of the game, the university campus was the scene of clashes between African American students (Met supporters) and white students (Sox supporters). White students formed a huge crowd which taunted African American students and chased them all over campus, breaking windows and shouting racial epithets. African Americans had to run into a building and locked doors behind them.

What transpired several days after the incident was partly responsible for the initiation of an investigation. The next four days were marked by continued anger on the part of the students and outright denial by administration that any racial incident had happened. Illustrative of this was an October 29, 1986 article that appeared in the Morning Union. It stated, "Robinson, who is black, said the attack was racially motivated, but university officials yesterday denied the claim. Public Safety Assistant Director Phil Cavanaugh said university officials had been meeting yesterday to try to get all the facts on the case and had determined that race was not the motivating factor in the incident."

It was not till the President addressed the student body and denounced racism and threatened to punish the culprits that the stance of denial weakened.

At the end of his investigation, the Commissioner made sixteen recommendations among which were: Criminal prosecution of those involved; prompt reporting of racial incidents; development of racial awareness programs; improvement of existing non-white programs; periodic review and reports on the implementation of recommendations made in the report.

The "Black and Third World Students Demands" were contained in the non-white, Report of the Visiting Committee on non-white Life and Education at Brown University issued by Lerone Bennett Jr. Senior Editor of Ebony Magazine. His report was a response to that of the larger group of which he was a member.

His main criticism of the majority report was that it did not spell out that "Brown University's problems are reflections

of structural problems in higher education and American society."

In sum, Bennetts points were:

1. The majority report simply endorsed the traditional position of Brown University found in its position paper.
2. It evaded the issues that called for open, honest and painful discussion.
3. It was replete with conservative and inarticulately expressed premises such as the repeated usage of Third World.
4. There was lack of urgency and immediacy of action. As a result, there was no prioritizing of the recommendations that were finally made.
5. The draft and final version of the report were handled exclusively by a select subcommittee without the input of the larger group. As such, Bennett was unable to avoid inclusion of language he considered detrimental to non-whites.

The report on the Black Alumni Survey at MIT came out in April, 1986. It was generated through telephone discussions with 137 African American Alumni from all over the nation. The suggestion for such a survey originated within the non-white Student Issues Group (MSIG) in the spring of 1985 under the

suggestion for such a survey originated within the non-white Student Issues Group (MSIG) in the spring of 1985 under the leadership of Dean Shirley McBay. The main purpose was to highlight some of the concerns affecting the overall quality of living and learning experiences of MIT non-white students in order to take necessary corrective actions. This would include a sampling of the feelings, attitudes and thoughts of MIT African American Alumni. The survey questionnaire included these items:

A). At MIT

- Confidence and Preparation
- Adjustment to MIT Environment
- Perspectives on Hiring Group Experience
- Perspectives on Hiring Other MIT Students
- The Learning Environment
- Black Students and MIT Faculty
- The Support Services for Black Students
- Separation as a Support in Learning Environment
- Separation as a Support in Living Environment
- The Nongraduates

B). After MIT

- Perspectives on MIT
- New Black Students
- Advice to Black Students and to MIT
- Advice to Black Students
- Advice to MIT

The survey revealed that MIT should cast the spot light on three major problems which were:

1. Campus adjustment
2. Paying closer attention to conflicts occurring within the living environment.
3. Urgency of need for more support to enhance the learning climate.

Frank G. Pogue, Vice Chancellor for Student Affairs and Special Programs, State University of New York gave a testimony before the Governor's Task Force on Bias-Related Violence on June 5, 1987.

The thrust of his presentation was to share with the Task Force his thoughts concerning efforts that had been made and were being made by the different aspects of the University to de-escalate the violent situations on different campuses.

He pointed out that the seeds of racism are in the larger society, that it is however, the lot of the University to inculcate a sense of diversity, intellectual and social tolerance and freedom of thought. He especially charged public institutions with the responsibility of confronting bigotry and racism as enemies of progress within the academic community. He admonished that it was all the more imperative for the University to be vigilant since there was evidence that its non-white student enrollment had shown an increase between the years 1984 and 1986.

Dr. Pogue concluded by pointing out that although the walls of SUNY had not been shaken as violently as those of other institutions, this was by no means an indication that racial disturbances were not there. After much has been done, much more remains.

IV

WEAKNESS OF STRATEGIES FOR RECRUITMENT AND RETENTION

Lately, there has been a spate of strategies by various university campuses to improve publicity for recruitment, admission and retention of African, Hispanic, Asian and Native American students. By and large, demands and needs of non-white students have acted as stimuli that have goaded the institutions to take active steps to change the prevailing environment. As Stikes has aptly noted, some how the strategies have been either positive or negative, short-term or long term.

Following are among the most note-worthy strategies hat have been discussed.

1. The Minority Achievement Program at Oklahoma State University is a precollegiate effort to prepare students in Mathematics and English. Diagnostic tests are developed by the respective Departments that administer them to high school sophomores who belong to predominately non-white school districts. Instruction packages on remediation of skill deficiencies are submitted to the students' high school teachers who participate in workshops to assist in the development of interventive strategies.

2. Some public school systems in Ohio have established working relationships with colleges for the purpose of testing high school juniors in Math and English so as to correct their weaknesses before admission to college.

3. The Oklahoma Partners Consortium of School's objective is to prepare high school students for successful academic performance through university and local school collaboration. University experts are invited to work with school teachers and administrators to upgrade curricula and inform teachers about college criteria for admission and continuation.

4. One of the most extensive organizational strategies was assembled by California State University in 1985. It included the following:

- Articulation with local junior and senior high schools.
- Outreach programs for junior and senior high schools.
- Relationships with secondary school faculty.
- Orientation programs for low-income and underrepresented students.
- Academic support for non-majority students.
- Campus advising and retention programs.
- Career planning programs for low-income and non-majority freshmen.
- Summer orientation.
- Acceleration of graduating rate of non-white students.
- Training of special support staff.
- Review of underrepresented student applications to graduate and professional schools.
- Device of procedures for evaluating academic and student support services.

5. The Education Commission of the States' Summer 1987 working paper entitled, "General Information Relative to The Recruitment and Retention of Minority Teachers", lists 37 examples of general non-white recruitment/retention programs and activities.

These strategies and many others were developed to address the pressing issues regarding the educational future of non-whites. The rest of this article is devoted to attempting to answer the question, "why have these strategies not been an unequivocal success?" A borrowing from an historical epoch is in order here. European colonizers developed elaborate operational schemes for their overseas possessions. When they administered these plans among and "for the benefit of the Natives," the latter were unimpressed and unappreciative. Eventually, the nationalist movements in the colonies overthrew their masters once and for all. South Africa is the lone lingering glimpse of the vanishing scene.

Frankly, part of what is wrong about these approaches is aptly put by Stiles (1984) as he discusses significant variables within the university that are affected by cultural orientation. He states, "these variables are obvious to the culturist, and they must become obvious to all people in higher education in order to maximize the positive development of black students and

to make that development a normal and normally perceived part of the higher education process in American. Without this understanding, higher education will fail to meet the needs of the majority of black students attending predominantly white universities.

Furthermore, blacks may continue to be oppressed by the system of education in the system of education in the United States until cultural diversity is recognized and accepted."

For the campus to move towards a pluralistic complexion, where represented values and cultures will be honored and respected, efforts have to be made by the dominant culture to know and comprehend other culture variants. It seems obviously out of place for the dominant group to arrogate unto itself the task of teaching the other groups about themselves.

In a time that might be mistaken for academic and cultural separatism, Carol Olson (Journal of Negro Education, Vol. 57, Winter 1988 No.1) argues, "In formulating solutions for improving the environment, universities must consider the importance of faculty mentoring. In the Black faculty/staff mentoring program, participating faculty and staff volunteer to serve as mentors to undergraduate Black students to facilitate interaction and to reduce the feeling of alienation."

The theory of Afrocentricity is both essential and critical in the way African Americans relate to whites. But it is also central in the way they function intraculturally. By and large adult African Americans identify better with other African American adults as well as with their youngsters and vice versa.

Afrocentricity is a mode of interpreting the history, culture, philosophy and behavior of universal Africans not only to others but to themselves as well. Its educational implications are aptly spelled out in the Afrocentricity Principles as follows:

It must lead to collective consciousness--an awareness of our history and future.

It must provide for common social doctrines and ideological tenets. Make us aware that no people can turn its history and humanity over to alien hands and expect social justice and respect."

It should enable African Americans to break the enslavement of the mind.

It must provide a new criterion for self critical evaluation: Does the issue place Africans at the Center?...Is it in the best interest of African people?

The Afrocentric ideology must provide an understanding of culture, racism, colonialism and neocolonialism, the African Diaspora, trappings of Western Culture and the agenda for the race.

African Americans in general, believe in the Supreme court's statement on desegregation. This is what it said on education:

"Today, it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education" (Brown vs. Board of Education, 1954).

In view of the quotation above, the point being advanced here is that the strategies orchestrated by academia to advance the educational opportunities of non-white are in the wrong hands and therefore, unlikely to yield the purported results. This writer is suggesting that any coalitional endeavors in the interest of African, Asian, Hispanic and Native American students should reflect control by the groups concerned.

The situation wherein, "Black students attending white universities are caught in a whirlwind of confusing racial identities is unacceptable. They see their universities as hostile places where white students and faculty perceive that all Blacks are "special admits" and beneficiaries of affirmative action. Black student adjustment at white universities appears to require that the Black students adhere rather quickly to white cultural norms, abandoning their own cultural roots." (Smith, Donald H - Journal of Negro Education).

In the spirit of the idea being propounded here, in listing six recommendations to improve the situation of African Americans in higher education, Smith singles out 'Black Faculty Administrators' as the most important "solution to the problems Black students face on white campuses."

The May/June 1987 issue of M.I.T.'s Technology Review carried a minority report article entitled "Race Relations on Campus: The Problems, Some Solutions" by Susan Lewis. She made the observation that race-related and faculty related difficulties were typically central to the African American experience at M.I.T. Based on this rather important finding, she placed,

"More Minority Faculty" as the first and primary goal of the university. She went on to elaborate that there was near consensus that hiring of more non-white faculty and administrators was vital if the Institute were to realize optimum academic achievement of non-white students. She states, "the importance of minority faculty as role models and advisors cannot be overemphasized, and many minority alumni reported that their only positive faculty relationship was with a minority faculty member."

Simply expressed, African American students, for instance, will be attracted towards a predominantly white university that has a substantial presence of African American faculty members who will understand and try to solve their academic difficulties, African American administrators who will help to shape policies so as to take their needs and concerns into account and these students will positively identify with programs that bring them and other African American segments of the university together.

White people inside and outside of academia have demonstrated remarkable independence when it comes to knowledge about themselves and other people even when they have been wrong about the latter. It is high time non-whites were allowed to practice independence in determining their presence and future especially since they claim to be no authorities on white people within as well as without academe.

It is no secret that many African Americans question whether integrated education improves the academic skills of their youngsters. There is growing disillusionment about the

utility of active measures to integrate suburban and other predominately white communities and institutions. Taking clues from the determination of most whites to keep their communities white, an increasing number of African Americans are seriously considering the option of "separate but equal" treatment. Derek Bell, Professor of Law at Harvard University, after observing cities like Chicago delay integration till most whites had moved out, has suggested that policies of racial integration should be abandoned in order to concentrate on the educational enrichment of African American schools.

Forsaking the struggle for educational and residential integration now would, as a practical matter, be unwise and rather counterproductive. But, African Americans cannot simply resign themselves to being controlled, manipulated and buffeted about. Sociologists suggest, rather convincingly, that the educational and economic powerlessness of African Americans stems from group attitudes and habits that have developed as rational adaptations to historical forces. They bear the imprint of their traditional coaching in subservience and deference to whites. Sadly enough, "the racial mythology of inferiority and group character diaphanizations of the past still produce, today, a shared sense of inadequacy, resignation, and depression. The sense of powerlessness that prevails among so many blacks today

is in large part the result of the self-doubt of adults and the lower expectations of children produced by the long standing occupational racial codes and government insults that have placed low ceilings on Negro aspirations as well as opportunities" (Cross, 1978).

Thus, both in educational and other institutions, African Americans ought to collectively take charge of the strategies that will best secure their interests in their endeavors to achieve equality with their white counterparts. The powerlessness of African American faculty, administrators and staff, on white campuses has resulted in situations where remedial strategies have been mishandled and misdirected by people who have no vested interest in their success and who stand to lose nothing when they fail.

Ongoing Non-White Student Campus-District Programs

During the twenty-first century, white educational institutions will need to attract and retain large numbers of non-white students for them to continue to grow and succeed. It is an accepted fact that America's future leadership will be severely damaged if non-whites are neglected.

There is urgent need to replace the deficit model of education with one that emphasizes the ability of every individual to learn. Many prominent educators believe that a system needs to be developed that goes beyond higher education. Elementary and secondary education levels need to be taken into account. Very often, some of the major decisions made by educational institutions involve public policies thus, political leaders should become partners in developing strategies to elevate non-white education.

It has long been realized that non-white students must be allowed to develop their academic skills fully and that institutions must therefore provide services and programs that will promote their academic, social economic and personal development. Some effective strategies include the following:

Services should be relevant to the cultural experience of non-whites; programs should be of a functional nature; services and programs should operate within the accepted norms of ethics and social justice; emphasis should be laid on the development of the student's talent, independent and critical thinking (Wright, 1987).

Ideally, for greater success, college campuses should begin preparing for non-white students even before they leave their homes. High level communication ought to be established between college officials on the one hand and parents, students and high school officials on the other hand. In short, there needs to exist a well defined partnership between the higher and the lower educational institutions for the common good.

Even though the State University of New York has not fallen victim to this, an overwhelming number of predominantly white campuses have experienced the scourge of declining non-white enrollments. They have thus, realized the significance of a long-term program of recruitment to boost the pool from which they can draw.

Recently, an appreciable number of leading universities and colleges have developed "models" for the purpose of achieving the objective outlined above. The overriding feature of these models is the contractual arrangement between the campuses on the one hand and business and school districts on the other hand. Following are some examples:

The Syracuse Challenge

It is a jointly sponsored program by the Syracuse City School District and Syracuse University. The basic objective of the Syracuse Challenge is "to give every deserving young person in Syracuse the chance for a quality college education." Some of the salient features of the program are:

- All eighth graders in the district are eligible.
- Parents and students sign a non-binding agreement.
- Students must participate in District or University sponsored remedial activities.
- An 85 percent average for each year in high school must be maintained.
- A SAT combined score of at least 1,000 (verbal plus math) must be achieved.
- A New York State Regents Diploma must be received through the district.

The university offers a guaranteed admission to a Syracuse Challenge successful participant to several of its undergraduate programs. Based on prevailing guidelines, the university agrees to supply financial assistance to cover all the students' needs. The university and the school district are responsible for the development of support activities for the participants which include academic advising, remedial course work, student motivation, university-wide involvement and financial planning.

Young Scholars Program of Ohio State University

Inspired by New York City's philanthropist, Eugene Lang, who reached out to non-white students, Ohio State University has initiated a program to assure that African American sixth graders complete high school and enter college.

Under the auspices of the Young Scholars Program, the univeristy will select 200 sixth graders in the Spring of 1988 to be identified from five urban areas and encourage them to pursue college studies through a series of summer seminars, tutorial sessions and financial incentives. The program is to be expanded every year till 1,400 participants in grades six through twelve have been enrolled.

The main thrust of the YSP was echoed in the words of Ohio State University's President, Edward H. Jennings, who said, "The way to long-term success in black recruitment is increasing the student pool from which all universities draw."

STAARS

According to an article in the Chronicle of Higher Education of October 14, 1987, enrollment and retention of non-white students at the University of Central Florida had increased appreciably due to the Student Tracking Application and Retention System [STAARS]. It was established to meet the need to track application and academic progress of selected students to complete the university's overall recruitment activities.

This personal computer mechanism provides data on students from the main university system which can be used for analysis, decision making and tracking down of student applications and programs.

According to the STAARS hand book the main objectives of the program are:

1. Provision of continuous contact with students who apply and are accepted for enrollment.
2. Scheduling and projecting the most effective type of contact on a timely bases to increase acceptance and enrollment ratios.
3. Recording of results in order to assess progress and aid in developing measure criteria.
4. Provision of early warning and scheduling of counseling activities to assist in increasing enrollment and retention ratios.

MONROE BUSINESS INSTITUTE

Monroe Business Institute is a proprietary post secondary institution in the Bronx. When it became clear that the institute was experiencing sharp decline of majority student enrollment, it survived by altering its outreach programs, courses and services to attract, enroll and retain non-white students in the catchment area of New York City.

MIT MITES

The Minority Introduction to Engineering and Science (MITES) Program is a concentrated six-week summer activity whose purpose is to familiarize non-white high school students with careers in engineering and science. Forty non-white students are recruited into the program to be exposed to the two areas of study. Normally, high school juniors qualify but sophomores are considered in exceptional cases. Besides immersion in campus life, students are instructed in math, physics, biology/chemistry, computer science and English. The thrust of instruction is to enable participants to develop scientific and reasoning skills as well as problem solving. Field trips are included.

Students are provided with free food and lodging by MIT but have to take care of their own transportation.

Dual Admission Program: Harrisburg Area Community College-United Negro College Fund.

In 1984 Harrisburg Area Community College developed a program with the United Negro College Fund that offered new options to non-white students desirous of obtaining a four year college degree. The HACC-UNCF Dual Admission Program provides opportunities for attending the community college and continuing at one of the UNCF participating institutions that include:

Bishop College -- Dallas, Texas

Fisk University -- Nashville, Tenn.

Morris Brown College -- Atlanta, Ga.

Paul Quinn College -- Waco, Tex.

Tuskegee University -- Tuskegee, Ala.

Wilberforce University -- Wilberforce, Ohio

The advantage of this program is summed up in a statement that appears on its brochure ".....two years at HACC plus two years at a UNCF College -- it's a combination that offers you the best of two worlds."

The strategies discussed above take into account the fact that for the non-white poverty stricken student, education means the development of such materials, methods and circumstances for learning as are appropriate to the variety of cultural backgrounds represented on every campus. Social scientific findings and analyses have confirmed the statement that building self confidence -- overcoming an image of inferiority and inadequacy, backwardness or incompetence, is a prerequisite to the successful development of instrumental skills which are a means to other ends.

Traditionally, most historically Non-African American colleges have had no sources of supply of non-white students. As a rule, they concentrated their recruitment efforts on the better private secondary schools in high-income areas. Their college admissions officers prepared guidance counselors at the "right" schools thereby ignoring Southern African American and urban ghetto secondary institutions.

After 1968, white colleges became aware that the usual guidance and counseling wisdom prevalent in many ghetto schools did not function for non-white students. At that point they established contacts with non-campus agencies such as civil rights groups, churches and community based units. Campuses that wish to establish successful recruiting and retention programs, rely on these new approaches. Thus, according to HIGHER EDUCATION AND THE DISADVANTAGED STUDENT(National Association of State Universities and Land-Grant Colleges), 129 recruiting programs that were surveyed in the MidWest found that they could not succeed without well organized mechanisms.

To ensure results, the entire institution, not just the non-white student or admissions office, should be willing to commit substantial time, energy and financial resources towards a long-range investment in motivating non-white students to cultivate habits that are conducive to success.

In its work, "Background Paper II: Identifying the Issues," the Board of Directors of the American Council on Education observed during its meeting on May 5-6, 1987 that, "Many institutions have developed programs to work with elementary and secondary schools to increase the pool of well-prepared college-

bound non-white students. Feeder high schools have been an important target and institutions have developed numerous programs to provide adequate information and counseling. These efforts are intended to ensure that students know their choices for attending college and understand the admissions requirements. Other efforts identify high school students with academic potential in their freshman and sophomore years and provide special courses, counseling, tutoring, and cultural experiences. Sometimes these programs have included summer courses as well as activities on campus. Articulation agreements between two-year and four-year institutions have also been useful in helping students plan their programs and ensuring a smooth transition."

This action has resulted from the realization that successful recruiting and retention efforts that work for majority students are not necessarily the answer to non-white questions.

VI

NON-WHITE DEVELOPMENTS WATCH

The writer has for years, maintained an interest in the manner in which American academic and non academic institutions have tried to address the current pressing needs of non-white students in higher education.

Non-white developments watch is a documentation of activities relative to non-white education that were gleaned from the Chronicle of Higher Education since May, 1987. They are shared with the public for their exemplary, inspirational and historical worth. They are as follows:

The National Congress of Black Faculty was established under the leadership of Howard University's political scientist, Ronald Walters. Its inaugural was held on October 24th to 26th, 1987. The main objective of the NCBF is to enable Black educators and scholars to generate support services for their research, instructional, travel and professional growth interests.

- The University of California at Berkeley has established a four-member panel to review instructional policies and procedures of major special programs that have been deemed successful in recruiting African American students. The purpose of the exercise is the overall improvement of the number of graduating students which has been rather low since the 1974-75 academic year.

- At the beginning of August, 1987 the U.S. Congress sent to the President for his signature, a bill to authorize federal spending of up to \$10 million to be used for aid to schools of Health professionals to enable them to recruit a substantial number of non-white students.

- An historical milestone was made when the National Association For Equal Opportunity in Higher Education (NAFEO) and officials of the African Development groups signed a cooperative agreement to promote educational and technical exchanges between Historically Black Colleges and Universities (HBCU) and African educational institutions. The plan calls for exchange programs in research, training and teaching.

• According to the Report, "From Minority to Majority," by the Western Interstate Commission for Higher Education (WICHE), nearly one-third of all people who reside in the south western states of Arizona, California, Colorado, New Mexico and Texas are members of non-whites. After year 2,000 they are projected to become the majority of people under age 30 in the area.

• With this in view, the state of California took a step towards closing the educational gap for Hispanics to try to forestall a bitterly divided society by initiating programs more relevant and attractive to their interests.

• In August 1987, Columbia University offered a substantial deal to non-white students in New York City. Starting with the class of '8, the University has pledged to pay off 75% undergraduates' debts incurred by non-white alumni who successfully complete a doctorate degree at the University's Graduate School of Arts and Sciences. The institute will also pay off 50 percent of the debt of doctorate degree recipients from other universities. The significance of this action is underscored by the estimation that university students borrow an average of up to \$10,000 by the time they are done. According to the terms, those who fail to obtain a doctorate degree, will have up to \$1,000 debt forgiven.

This arrangement was made possible by a donation of \$25 million by John W. Kluge, Chair of Metromedia Company and also an alumnus of Columbia.

• The Federal Administration planned to sponsor a conference to discuss plans to improve scientific research among African American colleges and universities. Attendees would include

representatives of corporations and philanthropic organizations. President Reagan had just signed an Executive Order to channel federal and private funds to the institutions. Critics of the scheme, however, point out that:

1. Only a handful of federal agencies traditionally give aid to Historically Black Universities and Colleges.
2. Only a few new sources of federal aid for the HBUC have been developed since Reagan assumed the presidency.
3. The overall rate of increase in federal money devoted to higher education has exceeded the rate of increase in funds earmarked for African American Colleges.

• According to an article in the September 30, 1987 issue of the Chronicle of Higher Education, students from most non-white groups had improved their scores on college admission tests. In addition, their average SAT scores with the exception of Hispanics, had been rising since 1985.

• In October 1987, the U.S. Court of Appeals in Alabama made segregation at state colleges more difficult to prove. It ruled that the Justice Department had failed to prove that Alabama's public colleges and universities were segregated. According to this ruling, the departments' weakness was the charge that the entire system, rather than specific programs, was guilty of segregation.

• The Howard Hughes Medical Institute announced a plan to donate \$30 million towards undergraduate science education. Under its auspices, African American Colleges and Universities are to be the main focus of the grant.

• It was reported that an African American student was hazed by white students at a military institute in South . For that incident which took place in 1986, five cadets were charged by the county grand jury. If found guilty they could be fined \$500 and jailed for one year.

• The Florida Endowment Fund For Higher Education announced the creation of the McKnight African American Doctoral Fellowship Program in Arts, Sciences, Math, Business and Engineering for the 1988-89 academic year. The fellowship support is up to the tune of \$5,000 in tuition plus \$10,000 in stipend.

• The University of Central Florida took an innovative step towards improving the enrollment and retention of non-white students by tracking students and holding job interviews on videotapes. The computer system in use is known as Student Tracking Application Retention System (STAARS). Through this method, students are tracked by the the Office of Minority Students from high school through college graduation.

• Howard University has established a Minority Science Institute. The Minority Institute on Science, Space and Technology will serve as a center of information on research opportunities and fellowships. It will lobby for more funds to benefit sundry other non-white institutions. Faculty members for the Institute will be recruited on African American and Hispanic colleges and universities. It is slated to open in 1988.

• President Louis J. Agnese of Incarnate Word College in San Antonio, Texas, implemented what has come to be known as the "marketing program," to improve the learning environment for non-white students. Part of the campaign, was to increase the

institutional share of financial assistance by more than 200 per cent over a two-year spread. The increase was from \$400,000 to over \$1.4 million or 10 percent of the operating budget. The college coined the theme, "College is affordable: College is for you. We don't care about incomes; we care about outcomes."

Within the two years of the campaign, enrollments at the college increased 47 per cent overall and 83 percent for Hispanics.

- In the middle of October 1987, a racial brawl involving forty students took place at a New Jersey University. A white student broke the window of a car belonging to an African American student. When the victim complained, he was beaten up by a gang of white students. One white student was suspended, another banned from residential halls and the President of the University appointed an investigatory committee.

- Some prominent African American educators and scholars have come out in support of the principle of Afrocentrism as advocated by Dr. Molefi Kete Asante, Chair of the Department of African American Studies at Temple University. According to Asante, Afrocentrism is a 1960's carry over of the concept of "the African American (Black) perspective."

Some of those who have publicly voiced support are: Joseph

A). Baldwin, Professor and Chair of Psychology at Florida A&M University; Donna Marimba Richards, Associate Professor of African Studies at Hunter College; Ronald Walters, Professor of Political Science at Howard University and Nathan I. Huggins, Chair of Afro-American Studies at Harvard University.

• There is a growing trend among African American males who choose not to go to college. Instead, they are joining the armed forces, vocational schools, technical schools or some low-paying occupations. Some of the reasons for this development are rising cost of education and the uncertainties of the prevailing economic climate. The statistics point out that: Between 1980 and 1984 African American male college enrollment dropped by 25,500 to 368,089; women dropped by 9,761 to 529,096. African American males earned 23,018 B.A.s in 1984, a 10 percent drop from 25,634 total in 1976. Women earned 34,455 B.A.s in 1984 a 2.9 percent boost over the 1976 total of 33,488 (American Council on Education).

The paradox of this situation is that African Americans with high school diplomas increased in number from 2.7 million in 1980 to 2.8 million in 1985 according to Professor William J. Wilson in his book, "The Truly Disadvantaged"

The following sample responses are indicative of the dilemma faced by young African Americans.

Eddie Gordon: I just don't have the money to pay for college and I don't want to be \$20,000 in debt when I graduate. I know I can go into the (Marine) Corps for four years and have some money earned for college.

Keith Weatherspoon: A lot of guys here grew up with a lot of negative images of black males. They've never heard anything positive about black males.

Eric Cobbler: There is a lot of pressure on Black men on college campuses. We tend to think that we are on our own. It's very hard for us to go and say we need help.

- The Hispanic Coalition of Associations brought a law suit against the State of Texas. The Coalition alleged that the state had discriminated against Mexican American students by failing to provide public college four-year education for them. More law suits are expected.

- There is a broad allegation that researchers in the field of American Studies have short changed ethnic and non-white groups. The American Studies Association and the Canadian Association for American Studies arrived at this conclusion at their joint conference in 1987. The charge has been spearheaded by UCLA's African American English Professor, Richard A. Yarborough who observed, "Culture does not include the study of ethnic and non-white groups."

- The American Association of Colleges for Teacher Education has proposed a plan to encourage non-white students to pursue teaching careers. The plan calls for ten steps to be taken to increase the pool.

This concern was heightened by the Association's report, "Minority Teacher Recruitment and Retention: A Call to Action." The following information was included:

30 percent of school-age people are non-whites but only 1 percent of all teachers are non-whites.

Students in programs leading to elementary education certification are broken down as follows:

Whites	90	percent
African Americans	4.3	"
Hispanics	2.0	"
Asians	1.8	"

Secondary school certification:

Whites	92	percent
African Americans	4.1	"
Hispanics	1.2	"
Asians	1.6	"

In 1973 Raymond B. Landis a professor of engineering at California State University at Northridge started the non-white engineering program. In 1982 the state officials expanded the program to operate at 16 campuses combining the California State and the University of California systems. Its main features are:

- a). Strong network among non-white students.
- b). Extensive tutoring and counseling.
- c). Direct faculty and administrative involvement.

Much has been said about the strides that non-whites have made in economics and education but little has been mentioned about the huge price that has been paid to realize the relatively few accomplishments. Lately, the resurgence of racism in American communities has been supplemented by racially motivated violence on college campuses. This was the message of the article, "Black Students Seen Facing 'New Racism' on many campuses -- Environment at White College viewed as hostile to non-whites," that appeared in the January 27, 1988 issue of the Chronicle of Higher Education.

Charles Farrell explains that this racism is new only in the sense that though African Americans have had access to white institutions, the latter are often hostile environments. Racist themes at campus parties, subtly different treatment by professors and nasty epithets on dormitory doors have been the order of the day. He cites incidents at, among others, the University of Massachusetts, New Jersey Institute of Technology, University of Wisconsin-Madison, Rutgers University and the University of California at Berkeley.

VII

NON- WHITE STUDIES AT SUNY

The concept of non-white student recruitment and retention nationally and within the State University is incomplete without discussing the place and role of "minoritcentric" curricula. This has been a concern of serious educational scholars and leaders since the African American cultural revolution of the 1960's.

Harold Howe, Program Adviser in Education in New Delhi Field Office of the Ford Foundation and U.S. Commissioner of Education, 1965-1968, had the foregoing postulation in mind when he opined in a dialogue, "You all know, I am sure, that there is a major movement abroad now, particularly in elementary and secondary schools, but to some degree in colleges, to offer what is called black history, Negro history. The idea is to present a picture that has been absent to some extent from the curriculum in the schools, particularly in many of the history and social sciences, in some cases to overcompensate, to a degree, by presenting a

somewhat romanticized view. There is clearly an effort going forward by text book manufacturers to realign their texts with this in mind. Regular hearings held on this by Adam Clayton Powell a year and a half ago produced some very interesting evidence to the effect that textbooks had been indeed extremely unfair to non-white groups in the United States, either by ignoring them or by making statements about them that were untrue." (Clark and Gordon, 1970).

The mainstream attitude towards the establishment of African American Studies in the 1960's was tinged with a lot of skepticism. The question often heard in academic circles was, "Is Black Studies an educational program or a forum for ideological indoctrination?" The answer to the question was provided by then Arthur L. Smith, Director of the Afro-American Studies Center at U.C.L.A. He is the present Afrocentrist Mofe Kete Asante, Chair of the Department of African American Studies at Temple University. To paraphrase his statement, he observed that no academic discipline had come into being through as much pain as African American Studies. Agitations and questions initiated by students led to re-evaluations of university course offerings, research and instructional methodologies.

In fact, the validity of African American Studies was long established in the words of Maurice Jackson of the University of California at Riverside who said, "Black Studies is an examination of the deeper truths about Black life. It treats the Black experience both as it has unfolded over time and as it is currently manifested. Black studies will concentrate on both the distinctiveness of Black people from, and their interdependence

with other people. It must extend beyond the limits that prejudice has placed on the knowledge of Black people" (Ford 1973).

It was gratifying that Vice Chancellor Frank Pogue was able to testify that, "SUNY is not showing a decline in the enrollment of non-white students, although this has been the experience in other areas of the nation. Indeed, enrollment has increased by 15,422 over the past ten years."

In that same presentation before the Board of Trustees, in the summer of 1987, Dr. Pogue expressed a real concern that recruitment of non-white students, in and of itself, is but one step. He emphasized the need to make certain that once they were there, support and academic programs were established to provide a meaningful learning and growing experience for them.

The one curricular feature that the State University needs to pay primary attention to, is non-white studies. In the chapter on the Agenda for Action, the authors of the book "Racism and American Education" stress that one of the ways to change attitudes on campuses is through "Curriculum revision on all levels, to ensure that the substance of education, particularly in history, the social sciences and the humanities, is made more relevant to the questions and imperatives of social justice and social change."

In their report, "A Difference of Degrees: State Initiatives To Improve Minority Student Achievement" (1987), the State Higher Education Executive Officers warned that, "A curriculum that fails to provide a solid general educational foundation limits the future versatility and capability of all

students, not just non-whites. A curriculum that fails to incorporate the concerns and contributions of a variety of cultures not only alienates and devalues non-whites but limits the understanding of an entire generation that must live and work in an increasingly interdependent world."

Universities make powerful statements about their philosophy by way of their curricular offerings. Therein are contained the university's orientation terms of culture, knowledge, attitudes, beliefs and values. Many educators have pointed out that there has been little or no emphasis on serious scholarships on non-white. One of the most disturbing trends on predominately white campuses is the notion that non-white courses are primarily for African Americans, Asians, Hispanics and Native Americans. The fact of the matter is that they should be viewed as integral components of the educational system of the total population. Thus, the nation's ability, as a whole, to understand, interpret, appreciate, foster and promote diversity among students will depend largely on the level of knowledge obtained on their cultures, historical backgrounds, value systems and their peculiar needs. It is no longer a valid argument that information in these areas is not readily available.

Since the foregoing are concerns of all educational institutions throughout the nation, the State University of New York cannot escape the responsibility and pain of finding acceptable and workable approaches to resolve these rather pressing issues.

As has already been alluded to elsewhere in this paper, SUNY has made appreciable strides in increasing the enrollment of non-white students. Naturally, some campuses have performed better than others. Much work, however, remains to be done. The following is an attempt to indicate the areas where there remains room for improvement.

Graduate Students

The enrollment of non-white Doctoral candidates taken between 1975-76 and 1986-87 showed a decrease of 5 African Americans down to 4. The increase for Hispanics was only from 4 to 8 and for Asian Americans from 9 to 19. The Native Americans figure showed no change from 1 to 1.

Professional Fields

For the same interval, non-white students pursuing first professional degrees yielded the following statistics:

- a). African Americans 39 to 20
- b). Hispanics 11 to 16
- c). Asian Americans 13 to 24
- d). Native Americans 01 to 01

What needs close examination here is not so much the percentage decrease or increase as it is the raw representative figures. For both categories above, the figures for whites were from 286 to 272 and from 639 to 590 respectively. Other areas in which non-whites have not fared that well are Agriculture and Natural Sciences, Architecture and Environmental Design,

Biological Sciences, Computer and Informational Science, Foreign Languages, Health Professions, Library Science, Mathematics and Physical Sciences.

Even in the otherwise popular area such as Social Science, it is appalling that in 1975-76 there was only one African American doctoral student and that in 1986-87 the number had not changed.

Source: Trends in Degrees and other formal awards granted by sex and racial/ethnic category. 1975-1976 through 1986-1987 State University of New York

Academic Programs

In the Spring of 1980 the following Programs were in existence:

African and Afro-American Studies at S.U. College at Brockport

African Studies at S.U. College at New Paltz

African/Afro-American Studies at SUNY at Albany

Africana Studies at SUNY at Stony Brook

Afro-American and African Studies at SUNY at Binghamton

Afro-American Studies at S.U. College at Buffalo Black Studies at SUNY at Buffalo

Black Studies at:

S.U. College at Cortland

" " " Geneseo

" " " Oneonta

Asian Studies at SUNY Albany

* " " " " " Stony Brook

* " " " " S.U. at New Paltz

In the Spring of 1987 the situation was as follows:

African and Afro-American Studies at

S.U.N.Y at Albany

S.U. College at Brockport

African American Studies at

S.U.N.Y at Buffalo

Africana Studies at

S.U.N.Y at Stony Brook

Afro-American and African Studies at

S.U.N.Y at Binghamton

Afro-American Studies at

S.U. College at Buffalo

S.U. College at Cortland

" " " Geneseo

" " " New Paltz

Black-Hispanic Studies at

S.U.N.Y College at Oneonta.

Between 1980 and 1987 the number of academic programs did not change and only one African American Studies Department conferred a master's degree. *B.A. granting status deactivated in 1975 and 1980 respectively.

VIII

STUDY ABROAD PROGRAMS

In 1979, the author of this report wrote a brief proposal

entitled, An Outline of a Proposal For An International Study Program In Africa In part it read:

At the moment, although the State University of New York at Albany is a sponsor of several international study programs overseas including: France, Germany, Singapore, Spain, USSR, Italy and Israel, this campus has not developed programs for any African country. One is necessary. The presence of the Department of African and African American Studies, the participation of African professors and several African students, especially at graduate level, as well as the participation of several African students throughout the University are some of the reasons that a suggestion for the creation of a study program in Africa is being made here. In addition, several Black students have inquired about the availability of such an instrument which could be used by them to expand their studies on Africa.

In 1976, the State University sponsored the following programs in Africa on African Studies:

Brockport	Accra (Ghana)
Binghamton	Ife (Nigeria)
Brockport (Summer)	Accra (Ghana)
Buffalo State College (Summer)	Nairobi (Kenya)
Binghamton (Summer)	Ife (Nigeria)

This amounted to five programs out of a total of more than eighty, in three African countries out of more than forty and on three SUNY campuses out of a total of seventeen that had programs overseas.

In the Spring 1987 "Enrollment In Overseas Academic Programs

by Country of Location and Administering Institution" the statistics reveal that SUNY had programs in eighteen foreign countries, four of which were non-Western, none were in Africa or the Caribbean. The non-Western countries served 129 undergraduate students out of a grand total of 1,115 students (about 11 percent).

It was not quite amusing to note in the "1987 Study Abroad Programs," that Israel had six study locations, the terms were Spring; up to 12 months; Fall, Spring, Academic year, Summer; Summer; Fall, Spring, Academic year; Summer. Fields of study ranged from Hebrew language, Jewish history and culture to Contemporary Israel. Between Kenya and Jamaica, there were three study locations for Summer and Winter intersession terms only and fields included Modern Jamaica, Dance, Music, Performing Arts and African Wildlife.

On November 9, 1979, this writer appeared before the Chancellor's Committee on Afro-American Studies and gave a report on "The Status of Africa In the SUNY International Studies and Exchange Programs." I would like to share with the reader the passage that follows which was part of the report. In the writer's opinion, these suggestions are as relevant and as urgent in 1988 as they were in 1979.

The Status of Africa In the SUNY International Studies and Exchange Programs. A report prepared for the Chancellor's Committee on Afro-American Studies by Japhet Zwana 11/29/79.

Suggestions for Operational Machinery

1. All-SUNY Committee on Overseas Study Programs in

Africa. A sub-committee of the Chancellor's Committee could be charged with this responsibility. The campus to campus jurisdiction is bound to work against the interests and needs of those desiring to associate themselves with such a program due to the twin factors of numbers and racism.

2. A general program package for Africa should be designed to be used by all SUNY campuses with specific information on host campus sites, courses available, contacts, cost and types of programs (all year round/Summer/Research/Exchange, etc.)

3. Vigorous advertisement and recruitment of student and faculty participants.

4. Field Explorer--someone identified by the Committee should be sent to Africa to identify potential study centers and to establish operational relations.

5. Establishment of a training center for a small staff whose charge would be to help would-be participants to prepare for life in a different environment.

It is about time that SUNY were reminded that pleasures of greater maturity, better academic performance in subsequent study, and broadened intellectual interests experienced by both professors and students who have been overseas can also be derived from programs in Africa.

The practice of the State University with respect of overseas programs must change drastically in light of the evidence of increasing interest among so-called Third World peoples to study in the United States. By the same token there has been a rising tide of interest by Americans of African

descent to pursue studies in parts of the world with which they identify more closely.

A non-scientific survey of students that had enrolled for courses in the Department of African and African American Studies at SUNY Albany in 1980 indicated that over 90% of them would participate in an overseas study program in Africa and the Caribbean if and when such opportunities were granted. This is a typical response that can be expected on each of SUNY's campuses and, heed must be paid now.

The writer received numerous requests from African American students for the establishment of a study program in Africa. The writer discussed the matter with the powers that were in his capacity as Director of Undergraduate Programs for the AAS Department. The response was lethargy and indifference since the matter was of no direct value to Caucasians, so it was stated.

VIIII

RECOMMENDATIONS

The battery of recommendations that follow is based on the premise that it will take all the people, groups and institutions involved to successfully deal with the challenges of educating non-whites. This report does not stop at the goals enunciated herein. They are intended to promote self examination, dialogue and proactivity. They are a call to the State University, as a beacon of higher learning, to assume specified responsibilities and resolute leadership to meet the aspirations of those that society has traditionally ill or underserved. Thus, the following items should be considered.

1. There should be further development of academic and

social programs designed to maximize students' awareness of racial and ethnic issue on campus and in society. Curricula in the social sciences and humanities should reflect respect and tolerance for racial/ethnic diversity.

2. The New York African American Institute was established in 1986 as a SUNY wide component designed to "initiate, conduct and coordinate applied and historical research on African Americans, with special relevance to New York State." These studies will have impact on government policy and on the manner in which African American Studies is taught state and nationwide.

Some documents and publications of the Institute should be recommended as required reading throughout SUNY, CUNY and other institutions of higher education.

3. By and large, the number of non-white students assisted financially and the quality of aid offered are often lacking. Financial awards for graduate and professional students should be increased in number and size. The following strategy is highly recommended for graduate students.

Target aid to a specific program to enable students to be competitive for attractive job opportunities.

Aid should extend to part-time students especially for urban campuses attracting working young adults.

Loans should be made out on low interest and for longer repayment period.

4. The University of Florida Recruitment Plan (UFRP) has been cited extensively. Recruiters included faculty,

administrators and graduate students and the main focus was the Historically Black (African American) Institutions (HBI).

5. Individual campuses should be encouraged to organize workshops patterned after the SUNY-wide (Responding to the Needs of Minority Students---Living and Learning in a Pluralistic Society," to focus attention and interest on local issues.

6. The general desirability of attainment of graduate and professional education has never been in doubt. Thus, more emphasis must be placed on a more aggressive production of non-white doctorates. The urgent nature of this challenge has been demonstrated by a plethora of studies including Thomas (1981) and Howard University (1979-1981) on finance and family background; National Advisory Committee on Black Higher Education (1980), National Research Council Summary Report of Doctoral Recipients from U.S. Universities (1982) on poor support through research assistantships; Blackwell (1982) on underrepresentation of African Americans in the professions; American Council on Education (1986) on the small number of the doctoral granting institutions and Bruce and Morris, 1973 and 1979 respectively on differentials between African American and white graduates.

7. There is increasing need for coordinated academic programs and support mechanisms that facilitate movement from high school to college, from two-year to four-year campuses and from graduation to employment. Such a strategy should include advising, career guidance, financial aid, placement, counseling, provision of information on alternative routes to college education for older students/returnees and exposure to opportunities to cultivate leadership skills.

8. A SUNY wide workshop similar to the "Responding to the Needs of African, Asian, Hispanic and Native American Students" should be organized for and by the groups concerned.

Stikes (1984) points out in the section on Cultural Perspectives, that, " Structures, policies and programs regarding racial climate and change should be implemented. Few universities and colleges help their students to solve racial problems. There must be ways to assess, monitor, resolve, and whenever possible, prevent racial conflicts, some of which will be inevitable. Black students need somebody they can trust and turn to regarding their racial problems. Usually, this person is a black advisor." This argues for a place and time where and when non-white groups should meet on their own to confer and discuss strategies to deal with their lot. It is under these circumstances that students, faculty, staff and administrators can function in a collaborative and non-threatening climate, and in a spirit of mutual trust.

9. Increase, retention and graduation of non-white students are all honorable goals. Once on campus, however, it is necessary to establish an instrument to enable them to develop and articulate leadership skills to survive at and beyond the university. In 1985 SUNY College at Brockport created the Leadership Development Institute. With the motto "Today's Achievers, Tomorrow's Leaders" the LDI's program comprised a speakers' forum, field trips, public speaking sessions, seminars on self esteem and awareness, values clarification, exam techniques, study habits, critical thinking, oral and writing skills and the Alumni-Adopt-A Student program for occupational

counseling. In the Fall of 1987, Leadership Development Institute I and II were offered for three academic credits as an incentive for students to participate in field experience involving mentorships with local high school students.

Similar programs should be made regular SUNY campus features.

10. Many experts have maintained that standardized tests for ascertaining academic competence of lower socio-economic groups have low validity and that, often, they are biased. In any case, tests contribute to built-in academic hurdles that militate against non-white students. This strengthens the argument that they should be discarded as sole criteria for admitting such students.

As Rene Munez has pointed out in "The Minority Student on the Campus: Expectations and Possibilities," other significant indicators include: ability to get along with peers, to express ideas clearly, listening skills, endurance under stress and ability to maneuver the environment to one's advantage.

11. Every one of the SUNY campuses should have access to and show the videotape, "Minorities in the College Classroom," produced by Michigan State University.

The introduction sums the instrument's significance as follows, "The ultimate goal of the "Minorities in the College Classroom" videotape is to help create a climate in which race harassment and discrimination do not occur. Every student should feel accepted and excited about learning, and faculty members should feel comfortable teaching multicultural and multiracial classes.

Every college student should be able to study, attend classes, and live in an environment free from discrimination. Every college and university instructor has the responsibility to provide the best possible learning experience for each student. The videotape and manual have been developed to assist faculty members in enhancing the learning environment in their classrooms and while advising students. The program is geared toward helping faculty improve their human interaction skills and enhance their sensitivity to people of differing races and cultures."

It is further suggested that the tape be recommended for viewing by administrative personnel as well as by students.

12. The ability to serve as an effective instrument for non-white achievement can be greatly enhanced by careful documentation of the perceived issues. There must be timely and valid analysis of data relating to enrollments and academic progress such as the University of Central Florida's Student Tracking Application and Retention System (STAARS).

In addition to federal resources and the Office of Research Graduate Studies and Professional Programs, the newly created New York African American Institute should be charged with the responsibility to generate and disseminate the necessary data to be considered in future educational policy decisions within the State University.

13. In their article, "Rumors of Inferiority," published in the September 9, 1985 issue of The New Republic, Jeff Howard and Ray Hammoad made the following crisp observations, "Intellectual development is not a fixed asset that you either have or don't

have. Nor is it based on magic. It is a process of expanding mental strength and reach. The development process is demanding. It requires time, discipline, and intense effort." The imperative of success places a high premium on intellectual performance. Clearly, the traditional explanations of laziness and inferiority have been found wanting in defining the low performance standards of African Americans. A working strategy for SUNY's non-white populations should include programs that stimulate a drive to excel, to promote competition and to develop skills. Within this strategy there should be a feature of cooperation and solidarity since competition is not the complete story.

14. As part of their contribution to cooperation between colleges on the one hand and elementary and secondary schools on the other, SUNY's teacher education colleges should develop programs designed to attract more non-white students.

The National Commission for Excellence In Teacher Education (NCETE) and the Carnegie Task Force (CTF) were duly concerned about the weak showing of non-white teachers and student teachers throughout the nation. In 1986 the Task Force made the following observation, "The race and background of their teachers tells them something about authority and power in contemporary America. These messages influence children's attitudes toward school, their academic accomplishments, and their views of their own and others intrinsic worth. The views they form in school about justice and fairness also influence their future citizenship." The writer would like to reiterate the ten programmatic recommendations made by the American Association of Colleges for

Teacher Education (AACTE) in September 1987. Contained in its report, "Minority Teacher Recruitment and Retention: A Call for Action," they are:

1. National Scholarship Program
2. State Scholarship Program
3. Targeted High School Work-Study Program
4. Targeted College Work-Study Program
5. Two-year/four-year Articulation Program
6. Assistantships and Grants Program
7. Entry Incentive Program
8. Support Program for Re-entry and Career Change
9. Targeted Teacher Induction Program
10. Assessment Demonstration Grants Program

15. By and large, non-whites have excelled in promoting the common good of the community. Since non-white students have demonstrated much interest in community service as an educational exercise, SUNY should follow the lead of the University of California at Berkeley. In February 1988, UCB launched the Financial Aid Community Service Option program. It forgives loans incurred by students who are successful in a community service unit during the year or are employed by a low-paying service profession after graduation.

In doing this, the University will be fulfilling three functions: relieving poor students of crippling financial burdens, rendering community service and enabling students to enhance their community and volunteer spirit which University of

Tennessee-Knoxville's Marilyn Yarborough had in mind when she said, ".....I need to get a new facility or research grant, and I'm not sure that speaking at elementary schools during African American History Month will help me do that. But there's that tradition of giving back to the community."

16. Blue ribbon panels often appointed by university panels to investigate and make recommendations in times of racial turmoil have their place. However, as Commissioner Frederick A. Hurst stated in one of the recommendations in his investigative report on the University of Massachusetts, "I do not doubt the philosophical commitment of the chancellor. It is clear, however, that his philosophical commitment dissipates at levels just below him where the responsibility for converting that philosophy to action should reside." A more concrete step needs to be taken. Outside of the Directors of Minority Students, Minority Recruitment and Affirmative Action Offices, campuses should appoint someone with adequate authority and credentials to be the watchdog over and resolve conflicts of a racial or ethnic nature. The person should be empowered to effect whatever changes he/she deems desirable.

17. If it has not been done so already, the State University should identify a system-wide disparity reduction mechanism to use as part of its commitment to boosting enrollment of non-white students. The scenario is like this: If SUNY determines that the proportion of African American state residents completing undergraduate studies at its 64 campuses was 9.0 percent in 1987 and that in the same year African American students entering graduate and professional programs is 3.0

percent, then the disparity is 6.0 percent. Thus, the institution can set as its goal a reduction of the disparity by one percent each year for the next six years.

The efforts of eliminating disparity should be extended to fields of study such as math, science and the professions.

18. The College Board has suggested that declining non-white enrollment in colleges and universities has its source in secondary and elementary schools. The State University has an express responsibility to reverse the trend wherever it occurs. Among suggestions are: summer residential program for underprivileged but talented students from large urban areas; tutorials and mentoring programs during the school year; summer internships to accord students valuable work experience; and counseling in career planning, college education, financial aid and personal concerns.

19. Non-white college populations must accept a challenge. It is to cultivate a habit of and a commitment to a prolonged struggle. It is necessary to realize that to help make one's own history, help shape one's own destiny and promote one's identity will take concerted effort. The alternative is that others will make determinations for you. Time is now for non-white intelligentsia not the least of them, students, to rally around a protracted struggle to eliminate racism and ethnocentrism and promote self-determination. They must help to construct a new ideology, provide models of revolutionary inspiration and lubricate the intelligentsia for greater and sturdier direction to their people. They have to undergo rigorous training in leadership, sharpen their understanding of the plight of the non-

white race and they must be prepared to shoulder responsibility that accompanies opportunity.

20. Finally, the New York African American Institute should be regarded as a major nest in which to nurture the perspective of Afrocentricity. As its staunchest proponent, Mofe Kete Asante, has pointed out, the concept was developed many years ago by such intellectual heavy weights as preacher and abolitionist, David Walker in the 1800s; scholar and author, William Edward Burghardt Dubois; and the originator of African American History Month, Carter Goodwin Woodson. It is a *modus operandi* that interprets history, culture and social behavior of world Africans from the latter's standpoint.

The Afrocentric perspective should be promoted and encouraged throughout the State University, through the instrumentality of the Departments and Programs of African and African American Studies as well as African and African American student movements. Publications such as Asante's "Afrocentricity: The theory of Social Change and the Afrocentric Idea" and others should be assigned reading for people of African descent on every campus including faculty, staff, administrators and students.

GUEST COMMENTARY

In an ideal world -- one in which access to goods and services is not prohibited by acts of racism, sexism, anti-Semitism, religion, sexual preference, etc., such a study would not be necessary. The fact is our society is not ideal. There is strong evidence of racism, sexism, anti-Semitism, discrimination and prejudice in the wider society. Not surprisingly then these negatives can be found on university campuses. This makes the campus an ideal laboratory for teaching that cultural diversity is essential to creating an intellectual and social climate which promotes the freedom of thought, innovation and creativity so fundamental to generating new knowledge. There is growing agreement that public institutions have a direct responsibility to guarantee diversity and to challenge bigotry and racism because it undermines our national aspirations and diminishes the ideals of an academic community. The entire university community must learn that discrimination, harassment, exclusion, abusive language or any other manifestation of bigotry or racism are unacceptable. Simply put, we must learn to respect each other because it is right to do so.

Japhet Zwana's Report, From problems to Solutions: Responding to the Needs of Non-White Students," is an attempt to highlight the magnitude of the pressure brought to bear on our institutions by the diversity presence of these entities and the nature of the required responses by the State University of New York and its appendages.

The Report can be summed up in the following suggested institutional program considerations: further increase of African American, Asian American, Hispanic American and Native American undergraduate and graduate students; provision of more non-western academic disciplines and courses; involvement of African, Asian, Hispanic and Native American students, faculty, administrators and staff in institutional policy decisions; prevention of discrimination; dealing effectively and decisively with racism; provision of meaningful facilities for students; recognition of the validity of pluralistic issues; employment of a diverse work force and strong support of off-campus community activities.

A major study on the participation of people of color in higher education authored by Alexander Astin and Ford Foundation, has maintained that in spite of noticeable increase in enrollment, non-whites are still underrepresented in high school completion, baccalaureate attainment and graduate education. The State University is currently bucking this trend, and is currently exploring a variety of ways to minimize negative learning experiences for all students.

Dr. Zwana has drawn upon his involvement and experience with students in the State University of New York in his capacities as a professor of African and African American Studies, Recruiter/Planner for an Overseas Study Program in Africa, Director of Departmental Undergraduate Programs and a community activist.

By: Frank G. Pogue, Vice Chancellor for
Student Affairs and Special Programs

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One-day workshop to provide setting for campus authorities to examine ways and means to improve the social and education climate for non-white students within the State University of New York. This was spear headed by the New York African American Institute and the Office of Student Affairs and Special Programs.

*Scott, Richard and Shaw, Marvin E. Black And White Performance In Graduate School And Policy Implications Of The Use Of Graduate Record Examination (GRE) Scores In Admissions (Journal of Negro Education Vol 54, NO 1, 1987).

Relationship between the GRE scores and performance of African American and Caucasian students. The main thrust is the policy implication whether the lower cutting points for admission of African Americans might result in the reduction of a college's academic standards.

*State Education Department (NY) 1984. Increasing non-white Access To The Licensed Professions - A Regents Action Plan position paper approved by the Board at the February Annual Meeting in Buffalo.

State Higher Education Executive Officers, 1987. A Difference Of Degrees: State Initiatives To Improve non-white Student Achievement.

A response to a 1986 survey which requested SHEEO members to identify the most critical concerns facing higher education in their particular states.

Sutherland, Marica E. An Evaluation Of Black Students' College Adjustment, Academic Performance And Academic And Career Aspiration- Departments of Psychology and African and African American Studies, SUNY Albany, 1987.

Trent, William T. and Copeland, Elaine J. Effectiveness Of State Financial Aid In The Production Of 'Black Doctoral Recipients (University of Illinois at Urbana-Champaign, 1987).

Final Report to the Southern Education Foundation Inc. It is an examination of efforts by 5 states to increase production of African American recipients of doctoral degrees in a variety of fields.

Visiting Committee on non-white Life and Education (Brown University, 1986). The American University And The Pluralistic

Ideal- And a Dissenting Opinion by Lerone Bennett, Jr.

The purpose was to objectively assess the issues that were behind the student protest of 1985 by engaging nationally distinguished individuals to work through the issues in an atmosphere unaffected by emotional pressures.

Wharton, Clifton R. Public Higher Education And Black Americans: Today's Crisis. Tomorrow's Disaster?

A plenary address to the National Urban League Conference in San Francisco, California July 21, 1986.

Western Interstate Commission for Higher Education (WICHE), 1987. From non-white To Majority: Education And The Future Of The SouthWest.

The report points out the fact that the future non-white populations in the five South Western States of Arizona, New Mexico, California, Colorado, and Texas will become the majority in the year 2000. Education will have to be restructured to accommodate both individual opportunities and social progress for all.

Zwana, Japhet M. The Harrisburg Area Community College (HACC) and the United Negro College Fund (UNCF) Evaluation Conference.

A report to the Director of the New York African American Institute on the conference the Senior Fellow had attended. The purpose of the September 13-15, 1987 gathering was to assess the progress of the Dual Admission Program initiated in 1984 by HACC and the fund.

INTERVIEW

Wilson, John S. Associate, Financial Operations Group-Massachusetts Institute of Technology (MIT), July 10, 1987.

Dr. Wilson was a member of the non-white Student Issues Group and Co-author of the MIT'S REPORT ON THE BLACK ALUMNI SURVEY, APRIL, 1986.

*Paper

SOME NON-WHITE SCHOLARSHIP AND FELLOWSHIP SOURCES

- Ford Foundation Fellowship for Minorities (Washington D.C.)
- Indian Fellowships for Indian Students (Washington D.C.)
- Minority Access to Research Careers Program (Bethesda, MD)
- National Medical Fellowships
- Minority Institutions Assistance (MIA) Program (Washington D.C.)
- Academic and Minority Internships (Washington D.C.)
- Minority Graduate Student Fellowships (St. Louis MD)
- Minority Fellowship Traineeships in Psychology (Washington D.C.)
- Congressional Fellowship Program (Washington D.C.)
- Latino Public Policy Fellowships/Graduate Seminars (New York City)
- Minority Biomedical Research Support Program (Bethesda MD)
- Science and Engineering Education-ACCESS-Program (Washington D.C.)
- APSA Graduate Fellowships (Washington D.C.)
- The Educational Opportunity Scholarships (New York)